

# National Congress Bulletin

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## Memo to Local Presidents:

**S**URELY the American people today are sharply aware that good education is no luxury, either for the individual or for the nation. Almost daily on the front pages of our newspapers, spokesmen for government, the armed forces, business, industry, or science warn us that in the second half of the twentieth century education is our country's first line of defense.

But good education cannot be machine produced. It is no push-button affair. It cannot be designed and built like a rocket, an airplane, or an atomic reactor.

► Good education is hand crafted. It comes about only under the skillful, steady hand of the good teacher. Good education takes time and tranquil patience. It depends upon men and women with a love of learning and the ability to instill such love in those they teach. The best will in the world is no substitute for knowledge—knowledge not only of the particular subject being taught but of the broad field of what we call the liberal arts. Good education is also an intensely human experience. It demands of teachers compassion, rocklike integrity, and deep understanding both of how young minds grow and of what is required to make learning an absorbing, satisfying adventure.

Adequate classrooms, good equipment, and up-to-date instructional materials—all these help. But good teaching is and always will be the yeast in the educational loaf. Without it the loaf will be flat—a failure, whatever the other ingredients. Our prime educational problem, then, is to recruit top-caliber people for the teaching profession and, once they are in it, to retain them.

Nor have we yet fully professionalized teaching. Teachers are still saddled with countless nonprofessional chores. We would look askance at a physician who tried to be his own receptionist, nurse,

bookkeeper, and laboratory technician. Yet in too many places we expect teachers to do all sorts of extra jobs that tax their time and energy. When such burdens fall upon the teacher, injustice is done both to him and to his pupils. To his pupils because he has little or no time to work creatively with individual children. To the teacher himself because he has little or no time for keeping up with his profession or for cultivating his personal life.

► Fortunately the situation is changing. The outlook for attracting qualified people into our classrooms is much brighter than it was a few years ago. Today we can say with confidence to young people who are considering a choice of careers: Teaching is an excellent profession. In the near future, we hope, it will be one of the preeminent professions in America.

On what do we base this confidence? First of all, increased public awareness of the importance of education is enabling the teacher to achieve status as one of the most important persons in

American life. Support for the teaching profession—unprecedented support—is beginning to come from the business, industry, and government leaders who realize the dangers of draining off from education the top talent of the nation. Teachers' salaries, while they have not yet reached the desired level, are steadily rising and will continue to rise.

Teacher education institutions, like all other institutions of higher learning, are scrutinizing their programs. Wherever necessary, content is being improved and standards of scholarship raised. Successful attempts are being made to give these institutions the status (in other words, the budgets) that other colleges enjoy. In addition, subject-matter departments in colleges and universities are taking more seriously their responsibility for the preparation of teachers.

Many school boards and school administrators are developing ways to relieve teachers of extraneous duties. In some communities, volunteers from parent-teacher associations and other community groups are helping out with nonteaching tasks outside the classroom

*(Continued on page 2)*



• In one of the lighter moments during the meeting of the planning committee of the Workshop of Major Educational Organizations Mrs. Brown chats with Finis E. Engleman, executive secretary of the American Association of School Administrators, and Roy E. Larsen, president of Time Incorporated. Mr. Larsen also will participate in a communications panel at the National Congress convention.



(Continued from page 1)

in order to save teachers' time, energy, and skills for what only the professionally trained person can do—teach.

► Despite the gains we have made, however, we still have a dangerous deficit of good teachers. There are still some ninety thousand men and women in our classrooms who have only temporary credentials. And they may be staying on, for in the next year we shall need 150,000 or more new teachers to replace those who leave, to take care of increased enrollments, and to reduce overcrowded classes and eliminate half-day sessions.

► Every parent-teacher member—indeed, every American—has a stake in the recruitment and retention of good teachers. We know the importance of good teaching to our children's future, to the economy of our country, to the freedoms we cherish, to national survival. In this cause, as in past ones, parent-teacher members can make an effort that will really count. In our communities, with our neighbors and friends, with school board members, and in our P.T.A.'s, we can raise some simple questions that can have far-reaching consequences. Might we not ask:

● Does our community have a clear image of what good teaching is—and an appreciation of it? Do we know the characteristics of a good teacher? Would we list the same ones as does the White House Conference report?

● Why should a teacher wish to teach

in our school system? What help, what orientation to school and community is provided for new teachers? What is the pupil-teacher ratio in our classrooms? Do we supply adequate instructional materials and equipment? What opportunity and encouragement do teachers receive to broaden and deepen both their professional knowledge and their cultural interests?

● What is the salary schedule in our school system? How does it compare with salary schedules in similar school systems? How do our teachers' salaries compare with those paid by business, industry, and the other professions in the community?

To be fair, we need not make a dollar-for-dollar comparison. The main thing is that the comparison be favorable enough so that teachers won't have to supplement meager incomes by taking on added jobs after school or on week ends.

● How many teachers in our community are doubling or tripling up on jobs so that they can afford to give their children the education we desire for our own?

● Is teaching a high-prestige profession in our community? What part do teachers have in community affairs? Are they invited to participate? Can they choose to participate or not, as other citizens can?

● What kind of education are our state teacher education institutions providing? What are certification standards in our state?

► These questions take on added importance because of the many curbstone opinions we hear today about the over-emphasis on education courses, to the detriment of scholarly concerns, in teacher training programs. Yet the scholar who cannot share his knowledge cannot teach. Teachers need to be especially trained to inspire others to learn. Hence to say that schools of education are spending too much time on pedagogy can be just as dangerous as to say that medical schools are spending too much time instructing would-be surgeons in how to operate.

Certainly teachers need thorough preparation in the subject matter to be taught. At the same time they also need thorough preparation in teaching methods, plus guided observation of superior teaching and supervised practice teaching.

Teacher training institutions do not spend as much time on pedagogy as some critics would have us think they do. One recent study of state certification requirements for high school teachers reveals that, on the average, the states require 18 semester hours of professional education courses out of the

120 hours required for graduation. Another study concludes that 75 to 85 per cent of a teacher training student's program is devoted to subject matter and about half the rest to practice teaching.

► Several other questions well deserve our attention:

● Do our elementary and secondary schools encourage capable students to consider teaching as a career? Are we supporting the scholarship program of our state congress?

● What is the attitude of professors in our colleges and universities toward elementary and secondary school teaching as a career? Do they encourage or discourage promising students from preparing to teach?

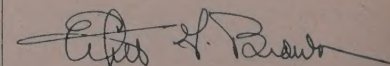
● Finally, what do we parents do to encourage our own boys and girls to set teaching as their goal? Do we, by word and deed, accord this profession the respect it deserves?

► As we work on the problems suggested in the foregoing questions, we shall be helping to create a social climate in which the art of teaching will flourish. And this is as it should be, for teaching is an art that not only preserves our civilization but advances it.

"I shall always be grateful to my teacher. . . ." This familiar utterance tells of the debt many men and women owe a beloved teacher. Surely this nation can offer its young citizens no greater gift than good schools staffed by the best teachers. It is up to all of us to support these teachers with all the intelligence and resources at our command.

As we work toward this goal let us never forget that to Americans education is not an either-or proposition. We do not choose to educate either this group or that group. Rather we believe that all children should be educated to the limits of their inborn capacities. To put it more specifically, we are not going to educate the upper 25 per cent and neglect the other 75. We are going to educate both.

► While we are at it we shall strive to strengthen our whole educational system—including the kindergarten and the community college no less than our grade schools and colleges and universities. We recognize the importance of each in the learning cycle, and we need them all. (This is in truth the dimension of the American dream for an educated citizenry.)



MRS. ROLLIN BROWN, President  
National Congress of Parents and Teachers

## ATTENTION, DELEGATES!

● The registration desk for the national convention will be located in the Assembly Hall of the Omaha Civic Auditorium. Voting delegates must present identification cards when they register. All other members wishing to attend the convention must present membership cards. Each person then receives a card that will admit him to convention meetings.

Hours for registration are:

Sunday	10:30 a.m. to 4:15 p.m.
Monday	8:00 a.m. to 6:00 p.m.
Tuesday	8:30 a.m. to 4:00 p.m.
Wednesday	8:30 a.m. to 2:00 p.m.

Do not fail to register at the auditorium; it will not be possible to register elsewhere.





## All Out— All Ages

### POLIO VACCINATION ROUNDUP

#### Can adults get polio?

● Yes, they can and they do. Polio hits men and women, usually much harder than it strikes children. While polio incidence in persons over forty is relatively low, the degree of adult involvement is definitely high. Three out of four respirator patients today are twenty years old or older. Don't take a chance—take Salk shots, whatever your age. There is plenty of vaccine available. Ask your doctor today for Salk shots for your entire family.

#### Are parents safe from polio if their children have been vaccinated?

● No. They *themselves* must be vaccinated to be protected. A vaccinated child—or adult—can still carry the polio virus without harm to himself. But he may pass it along to others who are still unvaccinated and therefore still susceptible.

#### Are you safe if your neighbors have been vaccinated?

● No, and for the same reason as the one just given. If there is no polio virus in your community, you may think you are immune, and you may well be safe. But you cannot be sure. Your neighbor's vaccination, like your child's, cannot give you immunity. Only your own personal vaccination can do that.

#### Are you safe from polio if you've had one shot? Two shots?

● Not necessarily. One shot is better than none. Two shots are better than one. But for maximum assurance of protection, all three Salk shots are required.

#### Where can you get Salk vaccine?

● From your doctor or at local vaccination clinics. Start Salk shots now to

have full protection before the next polio season.

#### Is your child too young to be vaccinated?

● Probably not. Ask your physician when your child should have the first Salk shot. Before the vaccine, children aged five to nine years were polio's principal targets. But last year (1957) polio struck hardest at children of *one year!* This age group had a paralytic attack rate of 5.7 per one hundred thousand, according to the U.S. Public Health Service. The next highest rate was 5.5 for children two years old.

#### How can three minutes spare a lifetime of suffering?

● It takes only **ONE MINUTE** to get the first Salk shot today. From two to six weeks later it takes **ANOTHER MINUTE** to get the second shot. And seven months after that only **ONE MINUTE** more is needed for the third shot. *Three minutes* can prevent a lifetime of needless crippling. Make arrangements **NOW** to start Salk shots for your entire family.

#### What's the biggest bargain in history?

● Protection from polio! Three Salk shots can be bought easily today to give you and your whole family freedom from fear of crippling polio. When the vaccine was first made available, demand exceeded supply. But this spring there is enough Salk vaccine on hand to make polio protection an economical, practical reality for everyone. Take advantage today of the biggest bargain in medical history.

● The 1958 national convention registration fee, as voted by the Executive Committee at its winter meeting, will be \$2.00.

● Please be sure to bring along your P.T.A. membership card when you come to the convention at Omaha.

## New European Branch

● In February the European Congress of American Parents and Teachers became the fifty-second branch of the National Congress of Parents and Teachers. Units in the new branch represent schools for American dependents in Germany, France, England, Italy, French Morocco, and Turkey. These are the schools that provide education for some sixty thousand children of U.S. army, air force, and navy personnel, plus those of American civilians living on military bases in the areas.

Last year at the national convention Major Howard J. Funston brought greetings from the European Congress and presented a formal application for its acceptance as a branch of the National Congress. This came after an extended period of communication in which the European Congress had checked on requirements for qualifying as an official branch. Now, with its bylaws, policies, and practices approved, the European Congress has been welcomed into the National Congress family.

The officers of the European Congress are Colonel John J. Livingston, president; Major Gerard J. Claing, first vice-president; Lieutenant Colonel George T. Mehalko, second vice-president; Major Howard J. Funston, third vice-president; Mrs. Dorothy Hamilton, secretary; Delia Alpert, treasurer; and Fred L. Miller, coordinator for P.T.A. activities.

### NATIONAL CONGRESS BULLETIN

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### EDITORIAL STAFF OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

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## NOMINATED FOR NATIONAL OFFICES



Mrs. Clifford N.  
Jenkins



Mrs. James C. Parker



Galen Saylor



Mrs. A. Kenneth  
Spencer

• Four national officers will be elected at the annual national convention in Omaha next May. Following is the list of nominees presented by the National Congress nominating committee:

**President:** Mrs. James C. Parker, Grand Rapids, Michigan

**First vice-president:** Mrs. Clifford N. Jenkins, Long Island, New York

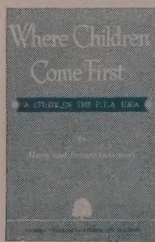
**Secretary:** Mrs. A. Kenneth Spencer, San Gabriel, California

**Treasurer:** Galen Saylor, Lincoln, Nebraska

Each of these persons has accepted the nomination, and is well qualified to serve the Congress in a post of great responsibility.

Members of the nominating committee are Mrs. Fred L. Keeler, Michigan, chairman; Mrs. H. Cecil Baker, Utah; Mrs. Ruth Gagliardo, Kansas; Henry F. Hemholz, M.D., Minnesota; and Mrs. Newton P. Leonard, Rhode Island.

## Where Children Come First



This book, written by Harry and Bonaro Overstreet, gives a picturesque and well-documented account of the parent-teacher organization, a "movement that continues what it has always been, yet grows with each new year . . . in which every achievement reveals new things still to accomplish." This 311-page treasury of facts and historical data truly belongs on every P.T.A. bookshelf. The paperback edition is available for \$1.25 from the National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois.

## NATIONAL CONVENTION • 1958

### • Advance Program Information •

THEME: "The Family and the Community: Each Shapes the Other—the P.T.A. Serves Both . . . For Mature Minds in a Mature America"

### SUNDAY—May 18, 1958

Assembly Hall,  
Omaha Civic  
Auditorium

4:30 p.m.

5:00 p.m.  
Music Hall,  
Civic Auditorium

7:00 p.m.  
Sheraton-Fontenelle  
Hotel

8:30 p.m.  
Sheraton-Fontenelle

REGISTRATION: 10:30 a.m. to 4:15 p.m.

ORGAN RECITAL

VESPER SERVICE, including a memorial to past parent-teacher leaders

ADDRESS

THE VERY REVEREND PAUL C. REINERT, S.J., President, St. Louis University, St. Louis, Missouri

BUFFET SUPPER: National Life Members

SUNDAY EVENING SING

### MONDAY—May 19, 1958

Assembly Hall,  
Civic Auditorium

GENERAL  
MEETING I

9:00 a.m.

Music Hall,  
Civic Auditorium

GENERAL  
MEETING II

2:00 p.m.

Music Hall,  
Civic Auditorium

REGISTRATION: 8:00 a.m. to 6:00 p.m.

Presiding: MRS. ROLLIN BROWN, President

PLEDGE OF ALLEGIANCE

WELCOME

MRS. A. W. KOESTER, President, Nebraska Congress

RESPONSE

MRS. JAMES C. PARKER, First Vice-president

INTRODUCTION OF NATIONAL EXECUTIVE COMMITTEE

REPORTS, Officers and Committees

Presiding: MRS. ROLLIN BROWN, President

SYMPOSIUM: The Changing Social Scene in America

1. The Changing Industrial Scene

DAVID H. DAWSON, Vice-president, E. I. du Pont de Nemours and Company

2. The Changing Health Pattern

RENE J. DUBOS, The Rockefeller Institute for Medical Research

3. The Changed Character of the American Family

LAWRENCE K. FRANK, Lecturer, Department of Planning, Massachusetts Institute of Technology, and Former Director, Caroline Zachry Institute for Human Development

CONSULTATION HOUR

National Chairmen with State Chairmen

Presiding: MRS. ROLLIN BROWN, President

INTRODUCTION OF NATIONAL CHAIRMEN

GREETINGS

C. C. TRILLINGHAM, President, American Association of School Administrators

LYMAN B. GINGER, President, National Education Association

ADDRESS: Economic Growth: Pathway to Peace

ERIC JOHNSTON, Chairman, Committee for International Economic Growth, and President, Motion Picture Association of America



## TUESDAY—May 20, 1958

REGISTRATION: 8:30 a.m. to 4:00 p.m.

### ELECTION OF OFFICERS

### GENERAL CONFERENCES

For delegates and registered members

1. Membership
2. Parliamentary Procedure
3. Publicity-Public Relations

Presiding: MRS. ROLLIN BROWN, President

SYMPOSIUM: The Government's Role in Meeting Needs Arising from the Changing Scene

### Participants (U.S. Department of Health, Education, and Welfare):

LAWRENCE G. DERTHICK, Commissioner, Office of Education  
MRS. KATHERINE B. OETTINGER, Chief, Children's Bureau  
GEORGE P. LARRICK, Commissioner, Food and Drug Administration  
LEROY E. BURNEY, M.D., Surgeon General, Public Health Service

Presiding: MRS. ROLLIN BROWN, President

### PANEL

Moderator: PAUL H. SHEATS, Director, University of California Extension

### Participants:

HEROLD C. HUNT, Eliot Professor of Education, Harvard University  
IRENE M. JOSSELYN, M.D., Training and Supervising Analyst, Chicago Institute for Psychoanalysis  
W. W. BAUER, M.D., Director, Bureau of Health Education, American Medical Association

### Discussion

### MEET THE AUTHORS

VIRGINIA SORESENSEN, author of "Miracles on Maple Hill," winner of the Newbery Medal, 1957  
HAROLD KEITH, author of "Rifles for Watie," winner of the Newbery Medal, 1958  
MARI SANDOZ, author of "The Horsecatcher," runner-up for the Newbery Medal, 1958

### CONSULTATION HOUR

National Chairmen with State Chairmen

Presiding: MRS. ROLLIN BROWN, President

### INTRODUCTION OF STATE PRESIDENTS

### REPORT OF ELECTION BOARD

### GREETINGS

MRS. J. D. TAYLOR, President, Canadian Home and School and Parent-Teacher Federation  
MRS. ALBERT R. KIGHT, President, National Congress of Colored Parents and Teachers

PANEL: Communications

Moderator: PAUL J. MISNER, Chairman, School Education

### Participants:

ROY E. LARSEN, President, Time Incorporated  
IRVING GITLIN, Director of Public Affairs, Columbia Broadcasting System

## WEDNESDAY—May 21, 1958

REGISTRATION: 8:30 a.m. to 2:00 p.m.

### THE CHANGING URBAN SCENE

### THE CHANGING RURAL SCENE

## JOIN US IN THE CONVENTION CITY

OMAHA, THE HOSPITABLE CENTER known to adventurous early- and mid-nineteenth century Americans as "Gateway to the West," again extends a warm welcome, this time to members of the National Congress.

Unlike the early traveler, though, the 1958 National Congress conventioneer can use a yardstick of convenience for deciding his best way of entering what is now Nebraska's greatest city, for modern Omaha boasts excellent transportation systems, with direct accessibility by air, rail, highway, and river.

Historic Omaha is an energetic, wide-spread city of fine boulevards, extending more than 125 miles back from the west bank of the broad river; beautiful parks; many colleges and related facilities; a famed center of the arts, the Joslyn Memorial; a community playhouse; and more than two hundred churches and missions.

Once again Omaha becomes a gateway, one that can lead directly to decisive and significant parent-teacher action. Effective action, however, comes when many people choose to work together toward the same worthy goals. So won't you join us in Omaha?

### CONVENTION • Continued

## GENERAL MEETING VII

2:00 p.m., Music Hall, Civic Auditorium

Presiding: MRS. ROLLIN BROWN, President

PANEL: Convention Implications — P.T.A. Applications

Moderator: PAUL H. SHEATS, Director, University of California Extension

Participants: National Officers

### Discussion

4:15 p.m. to 5:15 p.m.

### CONSULTATION HOUR

National Chairmen with State Chairmen

6:00 p.m.

### REGIONAL DINNERS

## GENERAL MEETING VIII

8:30 p.m., Music Hall, Civic Auditorium

Presiding: MRS. ROLLIN BROWN, President

ADDRESS: The Mature Citizen in America  
CHET HUNTLEY, Radio and Television Journalist, National Broadcasting Company

### INSTALLATION OF OFFICERS

MRS. NEWTON P. LEONARD, Immediate Past National President

Assembly Hall,  
Civic Auditorium

7:45 a.m.  
to 2:00 p.m.

Sheraton-Fontenelle

8:00 a.m.  
to 9:30 a.m.

## GENERAL MEETING IV

10:00 a.m.

Music Hall,  
Civic Auditorium

## GENERAL MEETING V

2:00 p.m.

Music Hall,  
Civic Auditorium

4:15 p.m.  
to 5:15 p.m.

4:30 p.m.  
to 5:30 p.m.

## GENERAL MEETING VI

8:00 p.m.

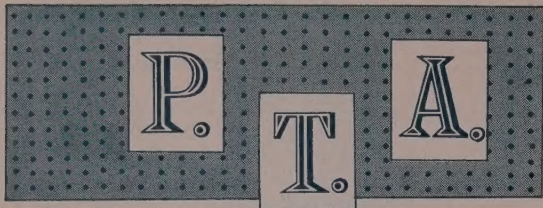
Music Hall,  
Civic Auditorium

Assembly Hall,  
Civic Auditorium

## SECTION MEETINGS

9:30 a.m.  
to 12:00 noon





# BULLETIN BOARD

Brief Items of Current Interest



• The Vienna P.T.A. library resource committee at work (seated, left to right): Mrs. Merle Shorts, chairman; Mrs. Robert Ulp, president of the unit; and Mrs. Fordyce Gayton. Standing: Mrs. Lois Shull, school librarian.

• **THE LIBRARY RESOURCE COMMITTEE** of the Vienna Township P.T.A. (Vienna, Ohio), with a goal of enriching the school's library, sponsored a Gift Book Day, asking parents to donate suitable books they no longer needed or wanted. This project netted about \$600 worth of books for the library. A long-range activity of the committee is that of collecting and cataloguing articles and pictures from current periodicals for the library's vertical files. Volunteers assist the committee in clipping articles on science and pictures that can be used in reading readiness groups and as visual aids in the primary grades.

• **AS THE FIRST STEP** in developing a code of conduct for students, the Fremont (Nebraska) Junior High School P.T.A. held a series of parent-student panel discussions. After students had filled out a questionnaire on health standards, courtesy, and prevailing customs, their answers were compiled and discussed and a parent-student-teacher committee met to draft statements. The code, now in a printed, pocket-size leaflet, covers such topics as social activities, dating, attendance, bedtime, allowances and home duties, earning money, and homework.

• **ROOM REPRESENTATIVES** in the Garfield P.T.A. (Cleveland, Ohio) have formed a parents' information service committee, with Mrs. Albert J. Orre as chairman. Committee members lend willing ears to questions from the parents of children in their designated rooms and once a month bring these questions to the principal, whose answers are then given out through the P.T.A.'s publication, *The Sign Post*. The committee takes care of general questions concerning administrative policies and procedures, but important individual problems are, of course, still handled by direct conference between parents and principal.

• **MORE THAN FOUR HUNDRED BOOKS** were added to the libraries of the Deshler Main Street and Cave Street Elementary schools in Tuscumbia, Alabama, as a result of the book fairs sponsored by the two P.T.A.'s. The purpose of the fairs was not only to acquaint parents with new children's books but also to give them a chance to share in the building of the elementary school libraries. Care was taken in exhibiting only the best books and those especially needed by the schools. Before gift books were turned over to the libraries, a book plate giving the donor's name was pasted inside each one.

• **DURING A DONORS DAY** sponsored by the Wheeler Avenue P.T.A. (Western Long Island District, New York), more than 160 pints of blood were collected for a six-year-old hemophilia victim.

• **SIX OTHER LOCAL CIVIC ORGANIZATIONS** and the Saylor Park P.T.A. (Ohio) co-sponsored a "town meeting" to discuss community problems. A panel of five leaders spoke on "The Community as It Is," supplying background material for general discussion. It was voted to establish a community council to coordinate the efforts of civic service groups.



• Mrs. Cecil S. Garey, National Congress vice-president, represented the Congress at the Fourth National Boy Scout Jamboree, held at Valley Forge Park, Pennsylvania. With Mrs. Garey here are (from left) Walter Wolfe and David Elmore of the Damascus, Pennsylvania, Troop 122, sponsored by the Damascus Township P.T.A.; Richard McLain, principal, Greene Dreher Sterling Joint School, Newfoundland, Pennsylvania; Harry K. Eby, national director of school relationships, Boy Scouts of America; and Sea Scout William Roberts of Nassau, the Bahamas.



## SPECIAL MEMO TO COUNCIL LEADERS

• *From Mrs. Rollin Brown, President*

THE American Medical Association this month is urging all its state and county societies to provide "medical sponsorship of group inoculations of various kinds—in offices, factories, housing developments, labor unions, club and organization headquarters—to assure community-wide participation in polio vaccination programs across the nation."

Following up their action programs of last year, the American Medical Association, the American Academy of Pediatrics, and other medical groups; the U.S. Public Health Service; and the Advertising Council are cooperating with the National Foundation for Infantile Paralysis in an intensive effort to get all the people vaccinated. All families should take advantage of the protection available *before* the polio virus strikes.

For the first time since the announcement in 1955, Salk vaccine supplies are sufficiently plentiful to support an **ALL OUT—ALL AGES VACCINATION ROUNDUP** across the nation. More than 60 per cent of the total population have not had one or more of the Salk vaccine shots. If the multiple millions of unvaccinated persons do not join the ranks of the vaccinated, epidemics of the past can repeat themselves in the future—this summer, specifically.

P.T.A. councils and local units can again render a fine community health service by cooperating in the sponsorship of vaccine inoculation clinics for the *whole* family. Some twenty million shots must be given to the partially pro-

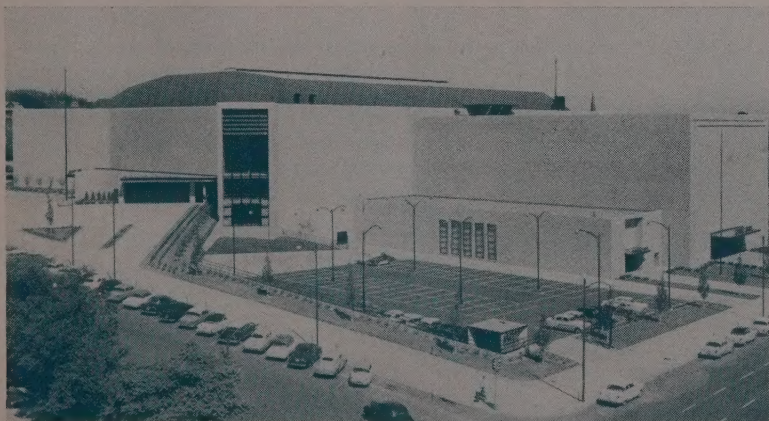
TECTED, and vaccination must be provided for:

- **Babies** and other preschoolers, whose age group accounted for the highest polio rate in 1957.
- **Parents**, who don't realize that they are not protected by their children's protection.
- **Teen-agers**, who are highly vulnerable to severe polio, but need prodding.
- **Older adults**, who think no one over forty is eligible for vaccination, and who are apt to contract polio.

Dollar Clinics, many of them P.T.A. inspired and run, proved to be the top development in last year's vaccination campaign. Some of these Dollar Clinics were open to everyone from grandchild to grandparent in every neighborhood; some were school clinics for whole families; and others were clinics for organization memberships at regular meetings. These programs were a most successful stimulus to community-wide protection.

Experience has shown that families respond when the vaccine is made available in their home neighborhoods. All socioeconomic groups are vulnerable, and all should be urged to participate. Group inoculations can help meet the problem of cost for large families.

If P.T.A. councils wish to sponsor Dollar Clinics, they should check with the health officials in the community, the medical society, and the county chapter of the National Foundation for Infantile Paralysis for cooperation in the planning.



© Dan Mulcahey

- The Omaha Civic Auditorium, soon to be a familiar sight to National Congress convention attendees.



## Safe Launchings, Happy Landings

► NATIONAL PARENT-TEACHER announces the topics for its 1958-59 study-discussion programs on parent and family life education, grouped under the title above:

### Preschool Course

Can a Child Be Too Good?  
Do We Fail To Challenge Our Children?  
How To Read Psychology Without Anxiety  
Dealing with Discipline: Try These Techniques  
Have We Overstressed Security?  
Preschoolers Can Solve Their Problems  
Reading the Signs of Mental Health  
Love Makes All the Difference

### School-age Course

Science Makes the Grades  
Young Financier: The Child with an Allowance  
So Young—and So Worried?  
Four-Lane Highway to Health  
Tracking Down Talent in Grade School  
Laws Children Ought To Learn  
The Hurt That Doesn't Show  
Have We Abdicated Our Authority?

### Adolescent Course

What Texas Knows About Youth  
The Day the Rocket Struck the High School Curriculum  
What Did Kinsey Overlook About Kids?  
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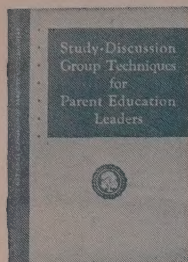
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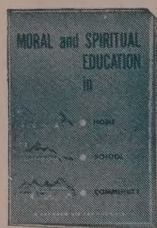
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# National LIFE MEMBERSHIPS

March 15, 1958—

April 4, 1958

(Show this list to friends whose names appear here. What other citizens in your community deserve to share this spotlight?)

WE WARMLY WELCOME to the Honorary National Life Membership group those who have recently received this high honor. The list presented here includes several honorees (shown with an asterisk) who could not be named last month because, at that time, the presentation had not taken place. Now, again, for this same reason we are withholding twelve more names. We would not knowingly upset any group's plans for a surprise ceremony, so we request that the presentation date be mentioned whenever an Honorary Life Membership certificate is ordered.

Soon we shall have that once-a-year opportunity to greet National Life Members at the national convention, and I sincerely hope to have the privilege of meeting many of the new members. At this annual and informal Sunday evening get-together, this year in Omaha on May 18, we have wonderful opportunities to renew old friendships and form new ones and to add another spark to the enthusiasm and loyalty we all feel for our great organization.

With attendance at this unusual meeting increasing each year because it has become one of the convention's most popular affairs, we urge that, if reservations have not already been made, they be made early upon arrival at the convention.

We are looking forward to a happy time at this gathering and to the pleasure of greeting our honored friends.

• • •

**California:** Joseph Beeson, Palo Alto; John S. Carroll, Goleta; Mrs. Roy N. Cloud,

Redwood City; Mrs. Marilyn Herbert, Hawthorne; Harry P. McCandless, Redondo Beach

**Illinois:** Mrs. C. E. Knaack, East Moline\*

**Kansas:** Mrs. Robert L. Turner, Bethel\*

**Kentucky:** Mrs. Lela Robey Green, Hopkinsville

**Maryland:** Dr. Wayne C. Hall and Mrs. Carl M. Loffler, Oxon Hill

**Mississippi:** Mrs. J. M. Ewing, Cleveland; Mrs. W. J. Hamilton, Gulfport; Mrs. Stovall Lowrey, Clarksdale

**Nevada:** Mrs. Walter Brinkerhoff, Lovelock

**New Mexico:** Mrs. Herbert Price, Santa Rosa

**Ohio:** Mrs. Paul Coleman, Columbia Station; Mrs. Nettie Gold, Cleveland;\* Doyt C. Shaffer, Lima

**Pennsylvania:** Mrs. Adda A. Simpson, Pittsburgh; Mrs. F. Emmett Weaver, Harrisburg

**Texas:** Mrs. Howell Branning, Seguin; Mrs. J. M. Daniel, Bryan; Mrs. Naomi Jameson, El Paso;\* Mrs. C. A. Liston, Marshall; Mrs. Will Miller, Corsicana; Mrs. E. B. Nothangel, Houston; M. E. Wheeler, Levelland

MRS. NEWTON P. LEONARD

Immediate Past President

National Congress of Parents and Teachers

## PLEASE NOTE:

Many copies of interesting P.T.A. bulletins are received at the National Office. We are always happy to receive them, but, we regret to say, many of them carry no address. For the sake of your own future reference and to help us with identification, please remember that any publication, whether mimeographed or printed, should bear the name and address of the publisher and the date.